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ABSTRACT

The report evaluates the 1980-81 Title IV-A Indian Education Program consisting of three components designed to address special priority needs of Indian students in the Oklahoma City Public School System. Performance goals of the first component, supplementary academic assistance, were long-term tutoring of Indian students who scored below the 26th percentile (nationally) on the district California Achievement Test; short-term tutoring in specific subject areas in which individual students were perceived by their teachers to be having difficulty; and coordination with other local, state, and federal programs which provide academic assistance. The supplementary guidance and counseling component consisted of five goals: reducing Indian student absenteeism; counseling Indian students referred for adjustment or behavioral problems; assisting with financial and health care needs; providing information on career and educational opportunities; and enhancing Indian cultural awareness. Thirteen objectives were outlined for the third component, the administrative component, in reference to program staff performance goals to provide the most effective and efficient program of service to Indian students. Goals for the three components were met and are elaborately discussed with statistical information. (ERB)

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EVALUATION OF 1980-81 TITLE IV-A INDIAN EDUCATION PROGRAM

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EVALUATION OF 1980-81
TITLE IV-A INDIAN EDUCATION PROGRAM

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EVALUATION OF 1980-81
TITLE IV-A INDIAN EDUCATION PROGRAM

EXECUTIVE SUMMARY

Evaluator: George H. Kimball, Ph.D.

Program Description

The 1980-81 Title IV-A Indian Education Program is a federally-funded program designed to address special priority needs of Indian students in the Oklahoma City Public School System. The project goals are to improve the performance of Indian students in the basic skill areas (i.e. reading, mathematics, and spelling), and to enhance Indian students' participation in educational and occupational opportunities by providing culturally relevant supplementary guidance and counseling services. Two program components, the Supplementary Academic Assistance Component, and the Supplementary Guidance and Counseling Component were designed with specific performance objectives to meet these goals. Further, federal regulations for Title IV-A programs, 45 CFR 186a. 32 (c) (3-5) require plans for administration, consultation and involvement with parents and the Indian community, as well as coordination of the project with other services and activities. Therefore, a third program component, the Administrative Component, sets program staff performance goals to provide the most effective and efficient program of services to Indian students (i.e., one which incorporates consumer input, utilizes existing resources, provides opportunities for staff development, and provides for fiscal accountability).

Program Objectives

Component I - SUPPLEMENTARY ACADEMIC ASSISTANCE

1. By May 15, 1981 the mean standard score for reading, spelling and mathematics, at each grade level of students to whom tutoring services were provided, will show a statistically significant increase between pre and post testing on the Wide Range Achievement Test.

2. Throughout the project year, the Indian Worker will provide supplementary academic assistance to Indian students having special, short-term needs.

3. Throughout the project year, the Indian Worker will maintain coordination between the Title IV-A program and other local, state, and federal programs which provide academic assistance in buildings where they are assigned.

Component II - SUPPLEMENTARY GUIDANCE AND COUNSELING SERVICES

1. By May 15, 1981, there will be a 2% reduction of student-days absent for Indian students as reported at the end of the 1979-80 school year.

2. By May 15, 1981, 20% of the students referred for adjustment problems will show an improvement in behavior as measured by the Classroom Behavior Inventory.

3. By May 15, 1981, the Indian workers will assess the financial needs of 100% of students referred, and will attempt to locate or provide resources to address those needs.

4. By May 15, 1981, the Indian worker will provide information to students on career and educational opportunities as appropriate and necessary.

5. By May 15, 1981, each Indian worker will provide a minimum of four (one per quarter) Indian cultural awareness activities to students in his/her building.

Component III - ADMINISTRATIVE OBJECTIVES

1. Throughout the project year, the coordinator will cooperate and communicate with the State Department of Education, Director of Title IV, and with the O.I.E. Program Officers as required, to ensure the smooth operation of the project.

2. Throughout the project year, the coordinator will establish and maintain communication with principals in those buildings where the project will be implemented.

3. Throughout the project year, the coordinator will establish and maintain communication with project staff regarding implementation of the project.

4. By October 31, and as required by O.I.E., the number of Indian students in the district will be identified as defined by program regulations, and reported in accordance with Office of Indian Education (O.I.E.) guidelines.

5. Throughout the project year, the Title IV-A staff will receive necessary pre and inservice training.

6. Throughout the project year, the coordinator will facilitate and monitor the tutoring program.

7. Throughout the project year, the Indian Education Program will be coordinated with other services and activities.

8. Throughout the project year, the coordinator will serve as a resource to the district for curriculum matters pertaining to Native American heritage and culture.

9. Throughout the project year, the coordinator will conduct a minimum of one on-site monitoring visit to each project school site during the school year. The coordinator will observe program operation and record keeping systems, identify/solve problems in operation, and solicit feedback on the program from project staff, school staff, and students.

10. Throughout the project year, the coordinator will ensure that a Parent Committee will be established and maintained in accordance with 45 CFR 186a. 13, 32, 51, 52 and committee by-laws, for the purpose of providing parent input and involvement in program development and operation.

11. Throughout the project year, the coordinator will institute and maintain fiscal accountability processes for expenditure of project funds in accordance with approved budget administrative procedures.

12. Throughout the project year, the coordinator will implement procedures for employing, monitoring, and evaluating of project staff.

13. Throughout the project year, the coordinator will perform those activities which are required for continued funding from the Office of Indian Education.

Results

SUPPLEMENTARY ACADEMIC ASSISTANCE COMPONENT

The Supplementary Academic Assistance Component consisted of 3 performance goal areas: (1) long-term tutoring of Indian students who scored below the 26th percentile (nationally) on the district CAT test, (2) short-term tutoring of specific subject areas in which individual students were perceived (by their teachers) to be having difficulty, and (3) coordination with other local, state, and federal programs which provide academic assistance (providing they were available in their target site).

The Indian Education Advisors in the target schools solicited referrals from teachers and/or school counselors of Indian students who scored below the 26th percentile on the district-wide Spring 1980 California Achievement Test; or were not perceived to be keeping academic pace with their classmates. For these students, the Indian Ed advisors recruited tutors, and a long-term tutoring schedule was arranged (outside school hours) contingent upon approval by the students' parents, the tutor, and the building administrator. The tutor then administered the pretest Wide Range Achievement (WRAT) Test prior to supplementary instruction, and post-test upon termination from services.

During the 1980-81 school year, 159 Indian students (district-wide) were referred for long-term tutoring, with approximately 53% being males, and 47% females. One hundred seventeen (117) tutors were recruited during the school year, and a total of 9,697 hours of tutoring were reported (both long and short-term tutoring).

Analysis of the pre-post gains on the WRAT scores showed that in the target sites where the Indian Ed advisors were present from the start of the

school year, the supplementary academic assistance program appears to have been successful in increasing achievement for the majority of the students. As shown by analysis of mean score gains, most (75% in reading, 67% in spelling, and 89% in math) students exhibited significant (most $< .02$ or less) progress in the subjects in which they were tutored. The exceptions (non-significant findings) also seem to fit a pattern. In both reading and math, (with the exception of grade 3 reading), the only grades showing statistically non-significant gains, also had very small sample sizes, and/or large standard errors and standard deviations within the group. These statistical artifacts are often sufficient to produce non-significant results in traditional tests of significance, and therefore should not necessarily be interpreted as an insufficient tutoring effect. On the other hand, in the absence of a no-treatment control group for comparison, it is also not entirely appropriate to attribute all of the significant raw score gains (in each grade) to the tutoring treatment effect. It cannot be determined with this data what portion of the gains would have occurred in the absence of supplemental tutoring. All in all, however, even though the objective was not completely met, it appears that for the majority of these diagnosed low-achieving students, the long-term tutoring program was beneficial.

In addition to the Indian students who were participating in long-term tutoring after school hours, the Indian Ed Advisors regularly contacted classroom teachers, in an effort to identify any Indian students needing short-term supplementary tutoring in any specific area. The assistance was planned with the teacher, and the tutoring was provided primarily by the Indian Ed Advisor during school hours. In addition, when necessary, the Indian Ed Advisor made home contact with the Indian students' parents.

In the short-term tutoring component, the Indian Ed Advisors appeared to meet their objective by maintaining contact with the classroom teachers, to identify Indian students needing short-term help in particular subject areas. This is reflected by the substantial number of classroom teacher contacts reported (a total of 4,835 classroom teacher contacts were reported), and almost as many Indian students were supplied with short-term assistance as were given long-term tutoring (117 vs. 159).

Finally during the 1980-81 school year, 130 Indian students were identified by the staff and the classroom teachers as needing referrals to other academic assistance programs at their schools. These included Title I Learning Centers and Reading Center, L.D. Labs, EMH programs, Special Ed, etc. The vast majority were referred to Title I (when the school was a Title I school site), although several were referred to L.D. Labs. Of the 130 students identified, 107 (82%) were actually referred to other programs, and of that 107, all were reported to have been followed up on during the year, to insure that their academic needs were being provided for, thereby meeting objective 3.

SUPPLEMENTARY GUIDANCE AND COUNSELING COMPONENT

The Supplementary Guidance and Counseling Component consisted of 5 goal areas: (1) reducing Indian student absenteeism, (2) counseling Indian students referred for adjustment or behavioral problems, (3) assistance with financial and health care needs, (4) providing information on career and educational opportunities, and (5) enhancing Indian cultural awareness. Each goal area is important independently, as well as being interrelated in accomplishing a more global overall goal of keeping Indian students in school and facilitating graduation, and later success. Historically,

Indian students have had higher rates of absenteeism and dropouts than the overall district means, and guidance and counseling services, as well as financial assistance for school and personal expenses, were anticipated as factors which might influence the rate of incidence. The logic being that students lacking appropriate clothing, or school expenses, would be more reticent to attend classes, with the resulting obvious influence on absentee and dropout statistics. Further, appropriate individual guidance and counseling for attitude and behavioral problems (as well as financial problems) were expected by program staff to positively influence attendance data. Although the notion appeals intuitively (and most probably practically) many other factors also directly influence attendance data, and are beyond the control of program efforts (such as weather and some social and environmental variables).

For the analysis of the effect of the guidance and counseling services on reducing absenteeism, a complete list of identified Indian students at the target sites was compared to the same students (as closely as possible) in the preceeding year (1979-80), in an attempt to determine the change and direction of the median number of absences per student per year. The program objective was to attempt to reduce Indian student absenteeism by 2% over the previous year. Analysis of the median absences per student per year, indicated that overall Indian students' absenteeism increased 14.5% over last year. Given this failure to reduce absenteeism, the question becomes, did the program accomplish the subsidiary goals which are assumed to influence this statistic, or are these other uncontrollable variables perhaps more influential on attendance data?

One pertinent constraint involves the fact that some target sites had no Indian Ed advisors until well into the 1st or 2nd quarters, and some had advisors resign during the 4th quarter. Additionally, not all identified Indian students were eligible for Title IV-A assistance because of lack of roll number (506 forms) or other reasons. It is possible that a more pertinent comparative analysis of program treatment effects on attendance would be to compare these groups, rather than overall attendance district-wide.

Exemplary sites vs. Unsettled sites. For the purpose of this analysis, the exemplary sites were operationally defined as sites which had an Indian Ed Advisor in place from the beginning of the year, and were highly rated on performace attributes by Indian Ed project staff, school administrators, and classroom teachers. The unsettled sites consisted of sites which were delayed in implementing the program, due to lack of personnel in the first two quarters (or resignations in the 3rd or 4th quarter), and/or coupled with reduced performance attribute ratings.

When grouped in this manner, the exemplary sites' median absenteeism per Indian student was 17.9% less than the unsettled sites. Both, however were still higher than for 1979-80, which may indicate that the potential program effects may be less influential than the effects of uncontrolled variables.

Indian Student differentials. In addition to the comparison of exemplary vs. unsettled sites, other data are available which makes possible comparison of Indian students who were eligible or non-certified (therefore not eligible) for Title IV-A services. Primarily, this occurred due to the identified Indian students' inability to provide their roll number (for a variety of reasons). Several sites reported both eligible and non-eligible students,

and a comparison was made of these students' median absenteeism.

Consistent with the difference between sites, there was a difference between the absenteeism demonstrated by Indian students eligible for Title IV-A services, and those who were not eligible to be served. Again, the indication is that the program was producing some effect, with 22.6% less median per-student absences for the eligible students.

A final indicator of program effects concerns dropout figures. Between 1979-80 and 1980-81, there was a substantial drop (37.8%) in total Indian student dropouts in the middle and high schools. Again, this piece of evidence tends to support at least a partial program effect, as the supplementary analyses of target sites and eligible students did. It also further delineates the inherent problems in attributing program treatment effects to such a global area as student absenteeism, which is so substantially affected by elements and variables that are beyond the control of the program.

For Indian students referred for adjustment problems, it is difficult to assess the extent of program effect on improving their behavior. Although 87% of those students who had matching pre-post Classroom Behavior Inventory (CBI) scores showed improvement (as perceived by the referring source), the total number in the sample represented too small a proportion (6%) of the total population referred, to confidently generalize the effect to the majority of the students referred, or to reach the percentage of gain specified by the objective (20%).

It appears that all (100%) of the Indian students referred for financial reasons (school expenses, health expenses, or clothing needs) were assessed, meeting objective 3, and various resources (both district and community) were

utilized to attempt to provide assistance, including Title IV-A Funds, Johnson O'Malley, PTA Clothing room, Variety Health Clinic, Indian Dental Clinic, and various Church and Civic Organizations.

Finally, at the sites which had Indian Ed Advisors throughout the year, many activities relating to information on career and educational opportunities, as well as Indian cultural awareness activities were provided, meeting objective 4 and most of objective 5, (see the full technical evaluation for a list of resources utilized for scholarship and grant information, and job training and educational opportunities). Cultural awareness activities consisted of speakers and performers, arts and crafts, field trips and assemblies, and other relevant activities.

Summary. The Supplementary Guidance and Counseling Component appears to have contributed in the intent to which it was designed. Although in some instances, the intent and the measurements provided by the objectives were not completely compatible, overall the data reflects that a concerted effort was made at the majority of the sites to provide for counseling, cultural appreciation, and career guidance of the Indian students.

ADMINISTRATIVE OBJECTIVES

As mentioned earlier, aside from the objectives directly addressing students' activities, the Title IV-A program has objectives specifically designed to address administration of the program, consultation and involvement with parents and the Indian Community, as well as coordination of the project with other services and activities. Appendix B in the technical report provides a synopsis of the 13 objectives, and the results pertaining to these objectives for 1980-81. All 13 administrative objectives were met.

Perceptions by the Participants

Summary. As reflected by surveys, the consensus of opinion of all involved participants (school administrators, counselors, classroom teachers, Indian student parents, and program staff) was that the program was beneficial to the Indian students. The perceived strengths and areas of improvement were also very similar. The majority of the individuals viewed the the strength of the program as the tutoring and academic assistance provided, as well as the Indian Ed Advisor providing an interface between the Indian students and the school staff, and the school staff and the students' parents. All expressed the desire to see Indian Cultural Awareness activities continue and expand, with increased emphasis on arts and crafts, and all areas of Indian culture and background. The participants also feel the guidance and counseling on adjustment problems, financial assistance, and attention to attendance problems are very beneficial, and should be continued.

As far as recommendations for improving the program for next year, many similarities also exist. First of all, it is the consensus that the Indian Ed Advisor should become a more highly visible position at the site. More time should be spent acquainting all building staff with the purposes, goals, and priorities of the Indian Ed program. Many also commented that they would like to have the Indian Ed Advisor on-site more time during the week. In fact, many stated that a full-time Advisor would be advantageous at their school.

A final area of improvement mentioned was to further coordinate the Indian Ed program with the building program, and the Indian Ed Advisor with the classroom teachers. For a more detailed summary of each group of participants' perceptions, see the full technical report.

Recommendations

1. Revise Objective 1 in the Supplementary Academic Assistance Component. Since the emphasis has been on tutoring Reading and math, eliminate the requirement for significant gains in spelling achievement, as spelling skills were very rarely reported as being tutored.

2. Revise Objective 1 in the Supplementary Guidance and Counseling component. The global measure required of reduced absenteeism by Indian Students district-wide is of worthy intent, but allows no provisions for separation of program treatment effects. Too many influential variables beyond the control of the Title IV-A program can produce substantial effects from year-to-year, and can produce the illusion of no effect or negative effect when in fact the program is operating as designed, and the beneficial elements are masked by these uncontrolled variables. Design the objective to attend to Indian students with attendance problems specifically.

3. The Administrative Objectives are lengthy and duplicate the data obtained in the evaluation of the project coordinator job position. Recommend this be deemphasized in the formal program evaluation (Journal report), and be conducted as an in-house supplement to the evaluation of the project coordinator.

4. The principals, school counselors, and classroom teachers all expressed the value of the Indian Ed Advisor at the sites. Their recommendations are noteworthy, i.e., the Indian Ed Advisor should be a more visible position in the school, and the purposes, activities, and goals of the program should be made familiar to all the building staff.

5. Principals, counselors, classroom teachers, and parents also expressed the desire to have a full-time Indian Ed Advisor at the sites. Within the obvious budget constraints, future budget efforts should attempt to provide for expanded professional quality staff, in an effort to provide more extensive coverage for each site.

6. Again, within the obvious monetary constraints, emphasis should be placed on providing new arts and crafts materials, and other cultural awareness activities, as this was another strength of the program as perceived by staff, participants, and parents.

7. Revise, simplify, and in-service project staff on the purposes, methodology, and mechnics of the required quarterly report forms. Simplify the data collection as much as possible, without compromising data accuracy and availability. Data collection problems were illuminated by the insufficient number of pre-post CBI submissions on Indian students referred for attitude or behavioral problems.

CHAPTER I

INTRODUCTION

The 1980-81 Title IV-A Indian Education Program is a federally-funded program designed to address special priority needs of Indian students in the Oklahoma City Public School System. The project goals are to improve the performance of Indian students in the basic skill areas (i.e., reading, mathematics, and language arts), and to enhance Indian students' participation in educational and occupational opportunities by providing culturally relevant supplementary guidance and counseling services. Two program components were designed to meet these stated goals.

The program was initiated during the 1973-74 school year, and has been on-going since that time. The grant period on which the current evaluation was based was 1980-81. The funding level for this time period was $315,710.

Evaluation of the 1980-81 Title IV-A Indian Education program was conducted to meet Federal requirements, to provide data analysis for administrative decisions concerning continuation and/or expansion of the program, and to assess possible elements which may need revision in the current program.

Program Goals

As stated, the general goal of the Title IV-A Indian Education program was "to supplement existing programs for students in the district, with the provision for meeting the special educational needs, tutoring, guidance and career counseling needs of Indian students". Delineation of the specified program objectivies designed to accomplish this multifaceted goal are described below.

Program Objectives

During the 1980-81 school year, the program objectives were as follows:

Component I - SUPPLEMENTARY ACADEMIC ASSISTANCE

1. By May 15, 1981 the mean standard score for reading, spelling and mathematics at each grade level of students to whom tutoring services were provided, will show a statistically significant increase between pre and post testing on the Wide Range Achievement Test.

2. Throughout the project year, the Indian Worker will provide supplementary academic assistance to Indian students having special, short-term needs.

3. Throughout the project year, the Indian Worker will maintain coordination between the Title IV-A program and other local, state, and federal programs which provide academic assistance in buildings where they are assigned.

Component II - SUPPLEMENTARY GUIDANCE AND COUNSELING SERVICES

1. By May 15, 1981, there will be a 2% reduction of student-days absent for Indian students as reported at the end of the 1979-80 school year.

2. By May 15, 1981, 20% of the students referred for adjustment problems will show an improvement in behavior as measured by the Classroom Behavior Inventory.

3. By May 15, 1981, the Indian workers will assess the financial needs of 100% of students referred, and will attempt to locate or provide resources to address those needs.

4. By May 15, 1981, the Indian worker will provide information to students on career and educational opportuities as appropriate and necessary.

5. By May 15, 1981, each Indian worker will provide a minimum of four (one per quarter) Indian cultural awareness activities to students in his/her building.

ADMINISTRATIVE COMPONENT

Parent Consultation and Involvement
Coordination with other Services and Activities

In addition to the previously mentioned program objectives, federal regulations for Title IV-A programs, 45 CFR 186a. 32 (c) (3-5) require plans for administration, consultation and involvement with parents and the Indian community, as well as coordination of the project with other services and activities. The goal of the administrative program component is to provide the most effective and efficient program of services to Indian students, i.e., one which incorporates consumer input, utilizes existing resources, provides opportunities for staff development, and provides for fiscal accountability.

The specific objectives for the administrative component were as follows:

Component III - ADMINISTRATIVE OBJECTIVES

1. Throughout the project year, the coordinator will cooperate and communicate with the State Department of Education, Director of Title IV, and with the O.I.E. Program Officers as required, to insure the smooth operation of the project.

2. Through the project year, the coordinator will establish and maintain communication with principals in those buildings where the project will be implemented.

3. Throughout the project year, the coordinator will establish and maintain communication with project staff regarding implementation of the project.

4. By October 31, and as required by O.I.E., the number of Indian students in the district will be identified as defined by program regulations, and reported in accordance with Office of Indian Education (O.I.E.) guidelines.

5. Throughout the project year, the Title IV-A staff will receive necessary pre and inservice training.

6. Throughout the project year, the coordinator will facilitate and monitor the tutoring program.

7. Throughout the project year, the Indian Education Program will be coordinated with other services and activities.

8. Throughout the project year, the coordinator will serve as a resource to the district for curriculum matters pertaining to Native American heritage and culture.

9. Throughout the project year, the coordinator will conduct a minimum of one on-site monitoring visit to each project school site during the school year. The coordinator will observe program operation and record keeping systems, identify/solve problems in operation, and solicit feedback on the program from project staff, school staff, and students.

10. Throughout the project year, the coordinator will ensure that a Parent Committee will be established and maintained in accordance with 45 CFR 186a. 13, 32, 51, 52 and committee by-laws, for the purpose of providing parent input and involvement in program development and operation.

11. Throughout the project year, the coordinator will institute and maintain fiscal accountability processes for expenditure of project funds in accordance with approved budgets and administrative procedures.

12. Throughout the project year, the coordinator will implement procedures for employing, monitoring, and evaluation of project staff.

13. Throughout the project year, the coordinator will perform those activities which are required for continued funding from the Office of Indian Education.

Program Description

The 1980-81 Title IV-A Indian Education program provided services to 8 high schools, 8 middle schools, and 21 of the district's 59 elementary schools (see Appendix A for sites.) The most recent survey performed by the project, indicated that the eligible Indian student target population consisted of 1,578 Indian students in the District. Project staff consisted of 1 Coordinator, 1 Secretary, 6 Indian Education Specialists, and 31 Indian Education Advisors (for a total of 39 staff). In addition to allocating funds for regular personnel, travel, and office supplies, the grant also provided funds for tutoring personnel, and for assisting students with financial needs, such as school-related expenses, health care needs, and clothing needs.

Evaluation Objectives

1. To assess the extent to which Indian students who received tutoring services improved in their academic achievement, and to determine whether or not change in the mean pre and posttest scores of those students was statistically significant.

2. To determine how project staff, parents, administrators, classroom teachers, and other pertinent school staff felt about the quality of all project services, and the methods used to deliver the services.

3. To determine the degree to which the proposed project activities and objectives were met by Central Office and target school project staff.

Design and Methodology

The following instruments were utilized in the evaluation:

1. Wide Range Achievement Test (WRAT), Jastak Associates, Inc. This instrument was used to assess the success of remedian assistance (tutoring) given to Indian students via the Supplementary Academic Assistance Program Component. Tests were to be administered to those students on a pre and posttest basis, to measure skill changes in the areas of reading, spelling, and arithmetic. Each of the three subtests is divided into two levels: Level I is used with children aged 5 years to 11 years, 11 months; Level II is used for children aged 12 years to adult.

2. Quarterly Report Forms (locally developed) These instruments were utilized in each component (Supplementary Academic Assistance, Supplementary Guidance and Counseling, and the administration plan) to document and describe activities performed, and students served.

3. Classroom Behavior Inventory (CBI - locally developed) This instrument was administered on a pre and posttest basis with long-term advisees, to attempt to measure impacts on students' school adjustment, resulting from the Supplementary Guidance and Counseling Services Component. The CBI was to be completed for each student by the referring teacher, counselor, or administrator at the time of initial referral for services, and at the end of the year (or upon termination from services).

4. Indian Cultural Awareness Activity Assessment Form (locally developed). Following each Indian cultural awareness activity, the Indian worker administered this evaluation form to students and/or staff participating, to obtain feedback on the interest and quality of activities provided.

5. Workshop Evaluation Form (locally developed). This instrument was administered after each in-service training activity to document staff assessments of the training sessions. The form was also utilized to document Parent committee members assessment of training and resources provided.

6. Consumer Evaluations (locally developed). Surveys regarding quality of services, were administered to project staff, parents, and participating school administrators, to obtain their perceptions of the program, and to provide feedback on satisfaction with services provided, and to attempt to identify program elements needing modification.

Limitations

The primary limitation concerning data analysis was that the program (at the target sites) was not completely staffed at the beginning of the year. Hiring of Indian Ed Advisors continued throughout the 1st quarter, and in a few cases was not completed until the 2nd quarter. Further, as with most projects of this size, personnel left the program during the year, necessitating locating and hiring of new personnel for that site. These problems resulted in less than 100 percent ability to provide data on all components (and objectives) from all sites. Where appropriate, in the following data analysis, provisions were made to allow for the lack of data from these few sites, and each objective's data limitations are discussed in the results section.

Results and Discussion

SUPPLEMENTARY ACADEMIC ASSISTANCE COMPONENT

Objective 1. By May 15, 1981, the mean standard scores for reading, spelling and mathematics at each grade level of students to whom tutoring services were provided, will show a statistically significant increase between pre and post testing on the Wide Range Achievement Test.

The Indian Education Advisors in the target schools solicited referrals from teachers and/or school counselors of Indian students who scored below the 26th percentile on the district-wide Spring 1980 California Achievement Test; or who were not perceived to be keeping academic pace with their classmates. For these students, the Indian Ed advisors recruited tutors, and a long-term tutoring schedule was arranged (outside school hours) contingent upon approval by the students' parents, the tutor, and the building administrator. The tutor then administered the pre-test Wide Range Achievement test (WRAT) prior to supplementary instruction, and post-test upon termination from services.

During the 1980-81 school year, 159 Indian students (district-wide) were referred for long-term tutoring, with approximately 53% being males, and 47% females. One hundred seventeen (117) tutors were recruited during the school year, and approximately 50.7% of the students referred were terminated from services by the end of the school year.

Further, during the school year, Indian Ed Advisors noted an average of 13 sites per quarter had conferences with the building principal to provide feedback on the Academic Assistance program, and an average of 19 sites per quarter reported conferences with the classroom teachers (a total of 4,835 classroom teacher contacts were reported). In addition, the Indian Ed Advisors reported 610 home contacts with the students' parents, on behalf of the students served.

Finally, the target sites documented that 9,697 hours of tutoring was provided during the year, which was approximately 28.6 hours per student (this figure includes both long and short-term assistance figures).

A total of 103 students had matching pre and post-test WRAT achievement scores submitted in grades K-8. No scores were submitted for students in grades 9-12 (although of both long and short-term referrals, this group composed less than 5% of the total referred population).

Table 1 gives a breakdown by grades of the pre-to-post WRAT differential, as well as the analysis of gains by a t-test for correlated samples (repeated measures on the same individual). Included is the number of individuals per grade, and the results for Reading, Spelling, and Math.

TABLE 1

INDIAN ED WRAT TEST RESULTS

Grade	Reading (N)	Reading Pre-Post diff.	Reading Prob.	Spelling (N)	Spelling Pre-Post diff.	Spelling Prob.	Math (N)	Math Pre-Post diff.	Math Prob.
K	(7)	6.71	.025*	(7)	0	———	(7)	5.57	.005*
1	(24)	11.91	.001*	(17)	4.94	.001*	(24)	6.20	.001*
2	(18)	9.61	.001*	(14)	6.64	.007*	(18)	3.44	.001*
3	(14)	3.57	.32	(11)	6.82	.01*	(14)	4.00	.001*
4	(13)	8.15	NS	(9)	3.56	.02*	(13)	4.92	.001*
5	0	0	———	(6)	9.66	.05*	(6)	1.33	NS
6	(8)	2.88	NS	(7)	2.14	NS	(8)	5.75	.025*
7	(15)	2.73	.001*	(4)	.50	NS	(15)	2.93	.005*
8	(4)	3.25	NS	(2)	2.00	NS	(4)	1.00	NS
9-12	No scores			No scores			No scores		

*significant gains (at least $p < .05$)

As Table 1 shows, the majority of students made significant gains in all three subject areas. In reading, the only non-significant gains were in Grades 3, 6, and 8. This represents 26 students (25.2%) out of 103 total. For spelling, the non-significant gains were primarily in grades 6 and above (with the exception of Kindergarten) and most probably represents a lack of emphasis on this subject, in tutoring, for these grade levels. The math results are more substantial, as only grades 5 and 8 (10 students) did not show significant gains.

In general, the gains made in the Elementary grades (K-4) are substantial. Fifth grade was non-significant in Math, but traditional tests of significance are not sensitive to extremely small sample sizes.

A further constraint is the lack of an appropriate no-treatment control group. It is therefore not possible to confidently attribute all the gains (in each grade) to the tutoring treatment effect. It cannot be determined with this data what portion of the gains would have occured in the absence of suplemental tutoring. All in all, however, it appears that for the majority of these diagnosed low-achieving students, the long-term tutoring program was beneficial.

Objective 2. Throughout the project year, the Indian Worker will provide supplementary academic assistance to Indian students having special, short-term needs.

In addition to the Indian students who were participating in long-term tutoring after school hours, the Indian Ed Advisors regularly contacted classroom teachers in an effort to identify any Indian students needing short-term supplementary tutoring in any specific area. The assistance was planned with the teacher, and the tutoring was provided primarily by the Indian Ed Advisor during school hours. In addition, the Indian Ed Advisor made home contact with the Indian students parents, when appropriate.

As mentioned earlier, a total of 4,835 classroom teacher contacts were recorded (including long-term tutoring referrals), as well as 610 home contacts with the students' parents. A total of 117 Indian Students were referred for short-term academic assistance. The subjects tutored were predominantly Mathematics and Language Arts, and the majority of the students were terminated successfully within the quarter they were referred, or were referred to other programs were applcable (i.e., L.D. lab).

Objective 3. Throughout the project year, the Indian Worker will maintain coordination between the Title IV-A program and other local, state, and federal programs which provide academic assistance in buildings where they are assigned.

The Indian Ed Advisor worked with the classroom teachers to screen students whose academic needs could be best met by other federal or state programs within their school (where applicable). The Indian Ed Advisors made contact with the representatives of these other programs, and when necessary, made home contacts to obtain parental consent, and to provide further information to the Indian students' parents.

During the 1980-81 school year, 130 Indian students were identified by the staff and the classroom techers as needing referrals to other academic assistance programs at their schools. These included Title I Learning Centers and Reading Centers, L.D. Labs, EMH programs, Special Ed, etc. The vast majority were

referred to Title I (when the school was a Title I school site), although several were referred to L.D. Labs. Of the 130 students identified, 107 (82%) were actually referred to other programs, and of that 107, all were reported to have been followed up on during the year, to insure that their academic needs were being met.

Summary - In the target sites where the Indian Ed advisors were present from the start of the school year, the supplementary academic asistance program appears to have been beneficial. For those students whose standardized test scores (CAT) were extremely low (less than 26th percentile nationally), tutoring was provided after school hours. As shown by analysis of WRAT score gains, most students exhibited significant progress in the subjects in which they were tutored. The exceptions (non-significant findings) also seem to fit a pattern. In both reading and math, the only grades showing non-significant gains, also had very small sample sizes, and/or large standard errors and standard deviations within the group. These statistical artifacts are often sufficient to produce non-significant results in traditional tests of significance, and therefore should be interpreted cautiously. On the other hand, in the absence of a no-treatment control group for comparison, it is not entirely appropriate to attribute the significant mean gains solely to the treatment effect (tutoring).

Additionally, although spelling scores are addressed in the objective, and scores are provided for each grade, very few quarterly reports specified that spelling was being specifically tutored, and the results seem to reflect this fact. In the grades in which spelling would be expected to be emphasized (grades 1-4) significant gains were produced. The grades where spelling was probably not heavily emphasized (grades 5-8 and Kindergarten), were further biased by, again, small sample sizes and large standard errors, and standard deviations within the group.

Therefore, overall, it appears that (within constraints) for the majority of the students, the tutoring program was beneficial in the areas it was most specifically designed to approach. More data, and further analysis would be necessary to determine the extent of the influence of the tutoring effect.

In the short-term tutoring component, for the most part, the Indian Ed Advisors appeared to be maintaining contact with the classroom teachers to identify Indian students reading short-term help in particular subject areas. The number of classroom teacher contacts noted was substantial, and almost as many Indian students were supplied with short-term assistance as were given long-term tutoring (117 vs. 159). Further, it appears that the Indian Ed advisors coordinated their efforts with other programs

in their schools where possible, and referred Indian students to other programs which might serve their academic needs (i.e. Title I Learning Centers, L.D. Labs etc.). Program personnel followed up on these students throughout the year, to attempt to insure their academic needs were being met.

SUPPLEMENTARY GUIDANCE AND COUNSELING COMPONENT

Objective 1. By May 15, 1981, there will be a 2% reduction of student-days absent for Indian students as reported at the end of the 1979-80 school year.

As measured in a needs assessment survey in December, 1979, guidance and counseling activities received the second highest priority rating, with attendance, goal setting, and social adjustment identified as needs to be addressed for Indian students. Historically, Indian students have had higher rates of absenteeism and dropouts than the overall district means, and guidance and counseling services, as well as financial assistance for school and personal expenses, were anticipated as factors which might influence the rate of incidence. This appeals intuitively, as students lacking appropriate clothing, or school expenses, would be more reticent to attend classes, with the resulting obvious influence on absentee statistics. Further, appropriate individual guidance and counseling for attitude and behavioral problems (as well as financial problems) would be expected to positively influence attendance data. Although the notion appeals intuitively (and most probably practically) many

other factors also directly influence attendance data, and are beyond the control of program efforts (such as weather and some social, and environmental variables). These uncontrollable elements, such as weather, exert no small influence, and are particularly troublesome when attempting to estimate program effectiveness in reducing absenteeism by Indian students. It should be emphasized that there is no provision within the stated objective for analysis of the factors influencing the absenteeism rates. Instead, a global measure of 2% reduction per-year, district-wide, was to be attempted.

For the analysis of Objective 1, a complete list of identified Indian students at the target sites was compared to the same students (as closely as possible) in the preceeding year (1979-80), in an attempt to determine the change and direction of the mean number of absences per student per year. Obviously, not all the individuals who are part of the program this year, were participants last year (i.e., just moving into the district, etc.). Therefore, the mean and median absences per student, per year, were calculated to determine the degree of change. The reason both mean and median absences were included, is that in frequency data of this type, the appearance of a few individuals with extremely high absentee figures can dramatically influence the mean of the group. The median describes that figure at which 50% of the individual cases are distributed above and below. A substantial difference noted between mean and median scores would

illuminate potentially biased or skewed data caused by a few extreme scores.

A further constraint on the data exits, because during the first quarter of 1979-80, the Oklahoma City Public Schools underwent a teacher strike. Therefore, comparisons of 1st quarter data would be biased. For the purpose of this analysis (and further attendance data analyses) Quarters 2, 3, and 4 only will be compared.

Table 2 lists the overall comparison for 1979-80 vs. 1980-81.

TABLE 2

INDIAN STUDENT ABSENTEEISM

School Year	Mean Absences per student	Median Absences per student	Range
1979-80	12.11	9.84	0 - 58
1980-81	14.21	11.27	0 - 116
% diff.	+17.4%	+14.5%	

As Table 2 indicates, the mean and median both reflect increased absences per student for 1980-81 as compared to the same students during 1979-80. The mean per student absenteeism increased 17.4% and the median increase was 14.5%. Because of the differences in the range of scores the median increase is probably most representative of the data.

Again, caution is advised in attributing this change to program treatment effects. As mentioned earlier, too many variables are uncontrolled, which substantially influence attendance data from year-to-year, and perhaps there are more appropriate data comparisons which will more closely illuminate program effects in this area.

For instance, as mentioned earlier, some target sites had no Indian Ed advisors until well into the 1st or 2nd quarters, and some had advisors resign during the 4th quarter. Additionally, not all identified Indian students were eligible for Title IV-A assistance because of lack of a roll number (506 forms) or other reasons. It is possible that a more pertinent analysis of program treatment effects would be to compare these groups, rather than overall attendance district-wide.

Exemplary sites vs. Unsettled sites. For the purposes of this analysis, the exemplary sites were operationally defined as sites which had an Indian Ed Advisor in place from the beginning of the year, and were rated highly on performance attributes by Indian Ed project staff, school administrators, and classroom teachers. The unsettled sites consisted of sites which were delayed in implementing the program, due to lack of personnel in the 1st two quarters (or resignations in the 3rd or 4th quarter), and/or coupled with reduced performance attribute ratings.

Table 3 gives the results of the analysis when the sites are grouped in this manner.

TABLE 3

EXEMPLARY VS. UNSETTLED SITES

Sites	Mean absences per student	Median absences per student	Range
Exemplary	13.13	11.5	0 - 55
Unsettled	17.84	13.56	0 - 78
% diff	+35.87%	+17.9%	

As Table 3 shows, for 1980-81 the exemplary sites median absenteeism per Indian student was 17.9% less than the unsettled sites. Of further interest is the fact that the mean absences per student (13.13) is less than the 1980-81 district mean for Indian students (14.2), and the Unsettled sites (17.84) is higher than the district mean. These data appear to indicate that the program has some effect. It should be noted that the mean absences per student for 1980 at the exemplary sites is still higher than the district mean for 1979-80 (12.11 per student), which tends to demonstrate again that the program effects may be less influential than the effects of uncontrolled variables.

Indian Student differentials. In addition to the comparison of exemplary vs. unsettled sites, other data are available which makes possible comparison of Indian students who were eligible or non-certified (therefore not eligible) for Title IV-A services. Primarily, this occurred due to the identified Indian students inability to provide their roll number (for a variety of reasons). Several sites reported both eligible and non-eligible students, and a comparison was made of these students' mean and median absenteeism. Table 4 gives the breakdown of these students, across all sites.

TABLE 4

1980-81 INDIAN STUDENT'S ABSENTEEISM BY ELIGIBILITY

Type of Student	Mean absences per student	Median absences per student	Range
Eligible	14.09	11.21	0 - 116
Non-certified	17.89	13.75	0 - 53
% diff	+26.97%	+22.66%	

As Table 4 shows, consistent with the differences between sites, there is a difference between the absenteeism demonstrated by Indian studesnts eligible for Title IV-A services, and those who were not eligible to be served. Again, the indication is that the program was producing some effect, with 22.6% less median per-student absences for the eligible students.

Analysis by grades. Another analysis of interest concerns possible differences across grades. Table 5 gives the breakdown by elementary, middle schools, and high schools.

TABLE 5

1980-81 INDIAN STUDENT'S ABSENTEESM BY GRADES

Grade	Mean Absences per student	Median Absences per student	Range
1-5	11.47	9.86	0 - 116
6-8	16.11	12.21	0 - 105
9-12	15.70	12.13	0 - 91

Table 5 shows that Indian student absenteeism is substantially higher (per student) at the Middle School and High School level, as opposed to elementary grades, and therefore suggests program efforts might be enhanced with emphasis on these grade levels during 1981-82.

Indian student Dropouts. A final analysis of interest (although it is not addressed by the objectives) which might shed further light on the effectiveness of the supplementary guidance and counseling component in the program, concerns Indian student dropout figures. Table 6 gives a synopsis of the figures (comparing 1979-30 to 1980-81) from the District-wide dropout report prepared by the Planning, Research, and Evaluation Department of the Oklahoma City Schools.

TABLE 6

MIDDLE SCHOOLS AND HIGH SCHOOLS DROPOUT REPORT

Year	Total Dropouts Reported	Sex		Indian	Black	Spanish	White	Other
		M	F					
1979-80	1044	585	459	74	263	31	652	24
1980-81	925	504	421	46	223	37	598	21
Increase/ Decrease in numbers	-119	-81	-38	-28	-40	+6	-54	-3
Percentage of Increase/ Decrease	-11.4	-13.8	-8.3	-37.8%	-15.2%	+19.4%	-8.3%	-12.5%

As Table 6 demonstrates, there was a substantial drop (37.8%) in total Indian student dropouts in the Middle and High schools for 1980-81 (as compared to 1979-80). Again, this piece of evidence tends to support at least a possible program effect, as the supplementary analyses of target sites and eligible students have. It also further delineates the inherent problems in attributing program treatment effects to such global area as student absenteeism, which is so substantially effected by elements and variables that are beyond the control of the program.

Objective 2. By May 15, 1981, 20% of the students referred for adjustment problems will show an improvement in behavior as measured by the Classroom Behavior Inventory.

Throughout the school year, the Indian Ed Advisors solicited

referrals of Indian students experiencing adjustment and behavioral problems from teachers, counselors, administrators, and in-house suspension personnel. The Indian Ed Advisor then contacted the student, and their families, regarding the problem behavior, possible reasons, and potential solutions. The Indian Ed Advisors then developed and implemented a plan of service utilizing any or all of the following: (1) various counseling approaches, (2) home and school resources (3) referral to other services or agencies. At the time of referral, each student was to have a Classroom Behavioir Inventory completed by the individual referring the Indian student for services. Further, prior to release from services, the Indian Ed worker was to obtain a 2nd Classroom Behavior Inventory from the same referral sources.

For the 1980-81 school year 382 Indian students were referred to the Indian Ed Advisors due to adjustment or behavior problems. Aside from the counseling services provided by the Indian Ed Advisors, the following school and Community resources were noted as being utilized in counseling:

School Resources	Community Resources
Teachers	Child Welfare Department
Speech Therapists	State Youth Services
L.D. Lab	C.A.P. Drug Program
School Counselors	State Youth Bureau
School Psychometrists	Community Counseling Services
Principals and Vice-Principals	

Unfortunately, only 23 of the 382 Indian students referred for adjustment problems had matching pre and post Classroom Behavior Inventories submitted by the referring source. It is noteworthy that 20 of the 23 (87%) showed improvement. However, this is insufficient data to evaluate the objective as it was designed to be measured. It is obvious that the Indian Ed Advisors were attempting to provide the services as designated. Whether the reason for lack of CBI submissions is lack of knowledge concerning the objective, or inability to get the referring source to complete the pre and post CBIs, needs to be determined and appropriate educational measures should be provided to the advisors and referring sources, to insure a more substantial sample for the next grant period (1981-82).

Objective 3. By May 15, 1981, the Indian workers will assess the financial needs of 100% of students referred, and will attempt to locate or provide resources to address those needs.

Throughout the school year, the Indian Ed Advisors screened referrals for financial assistance, to provide for needs of Indian students such as school expenses, clothing needs, and health needs. The Indian Advisors contacted the families identified, to determine financial needs and eligibility for various types of assistance, and then contacted possible resources (both district and community) to attempt to provide assistance.

During the 1980-81 school year, 234 Indian students were referred to the Indian Ed Advisors as needing financial assistance. The referrals were from parents, school administrators, teachers, and counselors, and the students themselves. Forty-three percent (43%) were for clothing needs, 43% were for school expense needs, and 14% were for health needs.

All of the requests (100%) were assessed, and where appropriate, the following resources were utilized to address these financial needs. Most often, the needs were met by Title IV-A funds. In other cases, the following agencies were utilized when possible:

Johnson O'Malley
PTA Clothing Room
Variety Health Clinic
Indian Dental Clinic
School Nurse
Free Lunch Program
Apprentice Job Training
Shawnee Indian Clinic
Lions Club
Urban Indian Health Clinic
Native American Center
Various Church Organizations

Objective 4. By May 15, 1981, the Indian Worker will provide information to students on career and educational opportunities as appropriate and necessary.

As is obvious from the intent of this objective, career counseling and educational opportunities information applies primarily to the upper middle school grades, and the high school students. Numerous contacts were noted by the sites in providing

counseling and information about scholarship and grant information, career model information, job training opportunities, and other career and educational opportunities. The following agencies were also utilized from the purpose of providing this information:

South Oklahoma City J.C.
Tinker AFB Youth Work Program
O.R.J.C. Sr. Day
Native American Center
School Guidance Counselor
BIA Oscar Rose J.C.
BIA Anadarko Agency
BIA Tahlequah Agency
BIA Oklahoma State U. Counselor
University of Oklahoma - Office of Admissions
University of Oklahoma - Office of Indian Student Services
University of Oklahoma - Project Threshold
College Motivation Day, University of Oklahoma
Talent Search/Upward Bound
Other College Recruiters as available
Various Community Businesses and Trade Schools

Objective 5. By May 15, 1981, each Indian worker will provide a minimum of four (one per quarter) Indian cultural awareness activities to students in his/her building.

This objective had some immediate constraints. As mentioned earlier, several target sites had no Indian Ed Advisor for the 1st quarter, and some for the 2nd quarter as well. A few other sites lost their Advisor in the 3rd and 4th quarter. Therefore, it was not possible for all sites to meet the specified objective of Indian cultural awareness activities in each quarter. A substantial member of activities were noted from all sites, and

very probably would average more than one per quarter. However, given the constraints, Table 7 gives the breakdown by quarter of the percentage of sites reporting cultural awareness activities.

TABLE 7

INDIAN CULTURAL AWARENESS ACTIVITIES

Quarter	% of sites with activities
1st	62.2%
2nd	75.7%
3rd	91.9%
4th	91.9%

The cultural awareness activities reported consisted of the following:

Films, filmstrips, and slides
Discussioin groups
Speakers and/or performers
Posters
Arts and crafts
Assemblies
Field Trips
Workbook exercises
Curriculum Concept Package (Book)
Native American Resources in Oklahoma (Book)
Art festival
Indian cooking
Indian sign language
Indian dancing

Summary. The Supplementary Guidance and Counseling Component appears to have contributed in the intent to which it was designed. Although in some instances, the intent and the measurements provided by the objectives were not completely

compatible, overall a concerted effort was made at the majority of the sites to provide for counseling of the Indian students.

The mean and median absentees per student were up for 1980-81 as compared to 1979-80. As mentioned in the analysis, absentee statistics are influenced by a large number of variables, some impossible to control for by program efforts. When comparisons are made between exemplary and unsettled sites, or between Indian students eligible for Title IV-A services vs. those who were not-certified, differential absenteesim figures appear to illuminate some positive program effects. Further, the rate of drop-outs by Indian students was substantially (37.8%) down compared to 1979-80.

For Indian students referred for adjustment problems, it is difficult to assess the extent of program effect on improving their behavior. Although 87% of those students who had matching pre-post CBI scores showed improvement (as perceived by the referring source), the total number in the sample represented too small a proportion of the total population referred, to confidently generalize the effect to the majority of the students referred.

It appears that all of the Indian students referred for financial reasons (school expenses, health expenses, or clothing needs) were assessed, and various resources (both district and community) were utilized to attempt to provide assistance.

Finally, at the sites which had Indian Ed Advisors throughout the year, many activities relating to information on career and educational opportunities, as well as Indian cultural awareness activities were provided.

ADMINISTRATIVE OBJECTIVES

As mentioned earlier, aside from the objectives directly addressing student activities, the Title IV-A program has objectives specifically designed to address administration of the program, consultation and involvement with parents and the Indian Community, as well as coordination of the project with other services and activities. Appendix B provides a synopsis of the objectives, and the results pertaining to these objectives for 1980-81 (see Appendix B).

Perceptions by the Participants

Administrators and Counselors. Forty-five surveys were submitted by the principals and counselors at the target sites. The majority (89%) felt that an effort was made by the Indian Ed Advisors in their school to provide information about the purposes and services available through the program. The majority (73%) also felt that the Indian Ed Advisor usually or always made an attempt to facilitate coordination of the Indian Ed program with the building program. The same percentage (73%) felt that the Advisors usually or always made an attempt to meet with them to discuss problems or progress in working with the Indian students in their building.

The administrators felt that the most beneficial aspect of the Indian Ed program was the tutoring of the Indian students. Also,, they felt the program was very beneficial due to the rapport it established with the Indian community, the communication with the student's parents, the counseling services, and having someone available at the school with the same cultural background for the students to relate. Finally, the financial aid was also thought to be very helpful.

The school counselors at the sites basically felt that the major benefits of the program were the relationship the students have with the Indian Ed staff, the encouragement received, the ability to communicate with someone of the same cultural background, plus the fact that students are given the opportunity to feel worthwhile. Further, the parent contact through home visits was considered to be very helpful. The tutoring program, lower absenteeism, and counseling were also benefits mentioned.

The administrators reported they would like to see the coordination between Indian Ed staff and classroom teachers improved, and better staff relations. Further, they would like to have the Indian Ed staff in the building more often (full-time in many cases). Other areas mentioned for improvment were: more stable and aggressive Indian Ed staff, more follow-up on absenteeism, and increased Indian heritage and cultural awareness programs for all of the students.

As for us recommendations for improvement, the teachers stated they would like to see more non-Indian students involved in the program, to improve their appreciation of Indian culture. They also want improved coordination with the building program, more information made available on the program's purpose, services, and benefits, and it's believed the Indian Ed staff's time should be increased at the sites, so more time could be spent with the students. Finally, they would like to have more contact with the Indian Ed staff, regarding student achievement. Eight (7%) of the classroom teachers felt the program should be discontinued completely.

Parents of Indian Students. One hundred thirty-three (133) surveys were returned by parents of Indian students. Sixty-six (49.6%) said they were aware that their child had been tutored, and 64 (97%) of those, believed the tutoring helped their child with classwork. Ninety-six parents (72.2%) reported they were aware that their child participated in special Indian Cultural awareness activities at their school.

In response to what aspect of Indian heritage they would like to see emphasized at their childrens' school, the parents said they would like to see emphasis put on arts and crafts, as well as emphasis on traditional music and dance, dress, and the languages and histories of different tribes. Further, they

would like to see more field trips, and more cultural awareness activities so their child can identify as an Indian, and would like to see more specialized books, speakers, sign language, and the formation of a native American Club.

When asked what they felt was the most helpful component of the Indian Ed program the most common response was that the tutoring was the most helpful. Also mentioned as attributes of the program were the arts and crafts, counseling, having a counselor, having a counselor in the school of Indian descent, having activities with other Indian students, and the studies on Indian history, culture, and heritage. Also mentioned to be helpful were the field trips, better attendance, better grades, participation in the dental clinic, financial aid, and the Indian Art Festival.

When asked if there were any changes they would recommend in the program, the parents stated they would like to see more field trips and Indian speakers, full-time Indian workers in their child's school, more opportunity for parent involvement, more arts and crafts, and more cooperation with classroom teachers so students can attend the events offered the Indian students.

In summary, the vast majority of the parents' comments on the Indian Ed program were positive (i.e., the program is doing excellent, do more of the same, and continue the program.).

Program Staff. The Indian Ed Advisors and Indian Ed Specialists were surveyed as to their perceptions of the program

and the training sessions. Survey responses were received from 22 Indian Ed Advisors and 6 Indian Ed Specialists. Virtually all of the staff (93%) rated themselves as being knowledgeable of the goals and objectives of the program. While 81% of the Indian Ed Advisors felt the staff meetings and inservice training seminars were beneficial in helping them perform their job duties, only 50% of the specialists felt the same. Both groups (86% and 83% respectively), felt further training and inservice activities would be helpful, and seemed necessary. Topics and subject areas for future training most often mentioned were: new arts and crafts ideas and materials, a session at the start of the school year on how to complete the needed quarterly report forms, and more sessions on guidance and counseling techniques. Other areas of need expressed were: human relations, social services, training for new staff, and drug abuse counseling techniques.

The vast majority (95%) of both groups felt they were receiving cooperation from the classroom teachers in identifying Indian students who needed help, and 70-80% of them felt they were successful in providing feedback to the classroom teachers and principals about special problems or progress with their Indian students.

Seventy-seven percent (77%) of the Indian Ed Advisors and 67% of the Indian Ed Specialists felt they were accepted or "well

received" by Indian student's parents, in any home contacts they made.

The Indian Ed Advisors felt the greatest strength of the program was the tutoring component. The other primary strengths as perceived by the Advisors were, financial assistance, the Indian worker being in the school and being available to help all Indian students, and good communications between the Indian worker and faculty, and between the Indian workers, students, and parents. The Indian Ed Specialists felt the accessibility to students, and amount of time spent with students, is the programs greatest strength.

When questioned as to ways to improve the program for next year, the staff responded that the greatest improvement needed was is in communications, with the key words being: impartiality, recognitiion, harmony, and unity, with possibly a good human-relations workshop for all project central office and staff members. Others areas of need expressed were: workshops on arts and crafts, and completing quarterly report forms, better planning and organization at the administrative level, giving the staff more of a voice in policy and decision making, and making available more money for field trips and cultural activities.

Summary. The consensus of opinion of all involved participants (administrators, counselors, classroom teachers,

parents, and staff) was that the program was beneficial to the Indian students. The perceived strengths and areas of improvement were also very similar. The majority of the individuals viewed the strength of the program as the tutoring and academic assistance provided, as well as the Indian Ed Advisor providing an interface between the Indian students and the school staff, and the school staff and the students' parents. All expressed the desire to see Indian Cultural awareness activities continue and expand, with increased emphasis on arts and crafts and all areas of Indian culture and background. The participants also felt the guidance and counseling on adjustment problems, financial problems, and attendance problems were very beneficial, and should be continued.

As far as recommendations for improving the program for next year, many similarities also exist. First of all, it was the consensus that the Indian Ed Advisor should become a more highly visible position at the site. More time should be spent acquainting all building staff with the purposes, goals, and priorities of the Indian Ed program. Many also commented that they would like to have the Indian Ed Advisor on-site more time during the week. In fact, many stated that a full-time Advisor would be advantageous at their school.

A final area of improvement mentioned was to further coordinate the Indian Ed program with the building program, and the Indian Ed Advisor with the classroom teachers.

RECOMMENDATIONS

1. Revise Objective 1 in the Supplementary Academic Assistance Component. Since the emphasis has been on tutoring language arts and math, eliminate the requirement for significant gains in spelling achievement, as spelling skills were very rarely reported as being tutored.

2. Revise Objective 1 in the Supplementary Guidance and Counseling component. The global measure required of reduced absenteeism by Indian Students district-wide is of worthy intent, but allows no provisions for separation of program treatment effects. Too many influential variables beyond the control of the Title IV-A program can produce substantial effects from year-to-year, and can produce the illusion of no effect or negative effect when in fact the program is operating as designed, and the beneficial elements are masked by these uncontrolled variables. Design the objective to attend to Indian students with attendance problems specifically.

3. The Administrative Objectives are lengthy and duplicate the data obtained in the evaluation of the project coordinator job position. Recommend this be deemphasized in the formal program evaluation (Journal report), and be conducted as an In-house supplement to the evaluation of the project coordinator.

4. The principals, school counselors, and classroom teachers all expressed the value of the Indian Ed Advisor at the sites. Their recommendations are noteworthy, i.e. The Indian Ed Advisor should be a more visible position in the school, and the purposes, activities, and goals of the program should be made familiar to all the building staff.

5. Principals, counselors, classroom teachers, and parents also expressed the desire to have a full-time Indian Ed Advisor at the sites. Within the obvious budget constraints, future budget efforts should attempt to provide for expanded professional quality staff, in an effort to provide more extensive coverage for each site.

6. Again, within the obvious monetary constraints, emphasis should be placed on providing new arts and crafts materials, and other cultural awareness activities, as this was another strength of the program as perceived by staff, participants, and parents.

7. Revise, simplify, and provide training for project staff on the purposes, methodology, and mechanics of the required quarterly report forms. Simplify the data collection as much as possible, without compromising data accuracy and availability. Data collection problems were illuminated by the insufficient number of pre-post CBI submissions on Indian students referred for attitude or behavioral problems.

APPENDIX A

1980-81 TITLE IV-A INDIAN EDUCATION SITES
OKLAHOMA CITY PUBLIC SCHOOLS

Elementary Schools	Middle Schools	High Schools
Adams	Capitol Hill Middle	Capitol Hill High
Arthur	Harding	Central Innovative
Bodine	Jackson	Classen
Columbus	Jefferson	Douglass
Eugene Field	Moon	Grant
Hawthorne	Roosevelt	Northwest Classen
Heronville	Taft	Southeast
Lee	Webster	Star Spencer
Madison		
Riverside		
Ross		
Shields Heights		
Shidler		
Stand Watie		
Westwood		
Wheeler		
Willard		
Willow Brook		
Wilson		
Lincoln (5th yr.)		
Page-Woodson (5th yr.)		

APPENDIX B

ADMINISTRATIVE OBJECTIVES

Objective	Results	Comments
1. Throughout each project year the coordinator will cooperate and communicate with the State Department of Education, Director of Title IV, and with the O.I.E. Program Officers as required to ensure the smooth operation of the project.	Numerous contacts. Telephone, meetings, letters. Advisory council meetings, Ind. Ed. conferences, workshops, Indian Exposition, grant continuation, Budget review and revisions, NATIVE American Research Institute workshops; etc.	Met
2. Throughout each project year, the coordinator will establish and maintain communication with principals in those buildings where the project will be implemented.	All sites contacted. Administrators input solicited on grant review, needs assessment, notif. of personnel assigned to their building, comp time requlations performance evaluations of Ind. Ed. staff, job description conferences, etc.	Met
3. Throughout each project year, the coordinator will establish and maintain communication with project staff regarding implementation of the project.	Monthly staff meetings held. Info included, Indian Student count (506 forms), funding info, absenteeism, comp time guidelines, tutor hours guidelines, notification of staff assignments, workshop notifications, student financial aid status, principal's input, monitoring and self evaluation.	Met
4. By October 31 of each project year an as required by O.I.E. the number of Indian students in the district will be identified as defined by program regulations and reported in accordance with Office of Indian Education (O.I.E.) guidelines.	Met by July 1, 1981. Delay granted.from O.I.E. Wahsington for 506 form submission 1,578 identified eligible Indian students.	Met
5. Throughout each project year the Title IV-A staff will receive necessary pre and in-service training.	Needs assessment conducted, subjects covered in in-service training included: project goals and objectives, reporting requirements, operational guidelines, personnel regulations and benefits, available district/community resources, training plan and timeline, Multicultural Education approaches, arts and crafts, etc.	Met

Objective	Results	Comments
6. Throughout the project year the coordinator will facilitate and monitor the tutoring program.	Copies of tutoring personnel forms developed and submitted, documentation of payments made, documentation of time reports, etc.	Met
7. Throughout each project year, the Indian Education Program will be coordinated with other services and activities.	List of district services and activities relevant to Indian student needs identified, catalog of Ready Resources for Building in-service held, see results section for district and community resources utilized during the year.	Met
8. Throughout each project year the coordinator will serve as a resource to the district for curriculum matters pertaining to Native American heritage and culture.	Curriculum Concepts packet developed and distributed, other curriculum meetings attended.	Met as described. Further curriculum coordination recommended.
9. Throughout each project year the coordinator will conduct a minimum of one on-site monitoring visit to each project school site during the school year for the purpose of observing program operation and record keeping systems, identifying/solving problems in operation and receiving feedback on the program from project staff, school staff, and students.	Monitored Daily log of Indian Ed. advisor, student files, organization of time, equipment and materials, tutoring forms, perceptions by principal, teachers and other school staff. More time per-site devoted to unsettled sites.	Met
10. Throughout each project year, the coordinator will ensure that a Parent Committee will be established and maintained in accordance with 45 CFR 186a. 13, 32, 51, 52 and committee by-laws, for the purpose of providing parent input and involvement in program development and operation.	Parent committee established, monthly meetings. Agendas included: proj. coord. report, budget revisions, needs assessment, public learning reports, job description preparations, grant proposal review, reports on Indian student clothing needs, Indian Ed workers offices reports, set up student awards committee.	Met

Objective	Results	Comments
11. Throughout each project year the coordinator will institute and maintain fiscal accountability processes for expenditure of project funds in accordance with approved budgets and administrative procedures.	Copies of supplemental fiscal procedures developed, documentation of notice to staff of relevant fiscal procedures, documentation of budget revisions needed, notification to administrators and PAC of revisions, copies of inventory of equipment purchased.	Met
12. Throughout each project year, the coordinator will implement procedures for employing, monitoring and evaluation of project staff.	Employment handbook, OKC public schools gone over with staff where appropriate, job descriptions distributed, personnel assignments distributed, District policies reviewed and distributed, staff at each site monitored, principals at the sites and coordinator conducted evaluation of each Indian Ed Advisor. Other monitoring visits by O.I.E., and GAO conducted.	Met
13. Throughout each project year, the coordinator will perform those activities which are required for continued funding from the Office of Indian Education.	Copies of application for funding renewal submitted, copies of progress and other reports submitted.	Met